

OUTLINE

I. Introduction

A. General: The brief might be termed "semi-finished" intelligence.

1. It differs from the reporting you've heard about recently, in minimizing detail.
2. It approaches finished intelligence by stressing analysis from the vantage point of CIA headquarters, where individual reports can be collated with others.
3. The form of OCI's Current Intelligence Digest (CID) will be employed as reflecting the general problems in a form used by OCI and OSI. G-2's Daily Intelligence Briefs are similar.

B. A case example in the analysis and writing of current intelligence will illustrate some of the problems. The current example is the handling of the State Department cable Rome 1083, 17 September 1954, concerning a reported Tito-Soviet rapprochement. The instructor follows the following steps:

1. Historical background briefing, covering the importance of Yugoslav political orientation, Italian Yugoslav rivalry, Trieste as an international problem, and the local Communist situation. The instructor uses a detailed map on the Free Territory of Trieste, and another on Central Europe.
2. Briefing on pertinent recent reports and OCI evaluation.
3. Distribution of [REDACTED], with explanation of unfamiliar names and abbreviations.
4. Student suggestions are invited as to how the analyst might determine authenticity of the report.
5. The OCI analyst's conclusion is told students, with reasoning.
6. The brief with comment as it appeared in CID of 20 September 1954 is given students to examine, to see how this was all put into form for publication.
7. The instructor points out elements which merit special attention particularly the accuracy in describing source of report, the type of statement appearing in the comment, and the security classification of comment.

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II. Step I - the gist

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- A. Each student is given a copy of the cable [REDACTED] 1 May 1954 to read.
- B. Student suggestions are invited as to important intelligence points contained in the cable. Class discussion follows and general agreement sought.
- C. Discussion of proper order for presentation, and agreement sought on pattern to be followed.
- D. Students directed to write the gist of an article on this subject (without comment) using headline. Thirty-five minutes are allowed for this.
- E. Discussion of result - using a student paper as example for discussion.
- F. CID article of 4 May 1954 is handed out as example, instructor commenting on significant points of its presentation.

III. Step II - the comment

- A. Background material is handed out for student reading.
 - 1. Emmet John Hughes in LIFE 19 April 1954.
 - 2. Anne O'Hare McCormick in NY Times 18 April 1954.
 - 25X1A 3. Cable [REDACTED] 19 April 1954.
- B. PD 803 21 April 1954 is handed out and the instructor stresses which points should be emphasized.
- C. Student suggestions are invited on pertinent comments to write, using information gained from background material. Class discussion follows and general agreement is sought.
- D. With a reminder of how to write a comment, students are directed to write gist and comment of item, in a 50 minute period.
- E. Discussion of result, using a student paper as example for discussion.
- F. CID article of 22 April 1954 is distributed as model, with the instructor commenting on significant points of presentation.

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IV. Step III - the gist and comment combined

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A. Cable [REDACTED] is handed out, students are directed to take out the "class solution" abstracted PD 945 (given them earlier with the critique of the abstracting exercise).

B. Explanation - corrections of copies, etc. Students are directed to write a complete digest article, using the [REDACTED] as the source for the gist, and the first paragraph of the PD abstract as the basis for a brief factual statement in the comment. The actual source citation is written on the blackboard for copying. Fifty minutes is allowed for completion of the exercise.

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V. Critique upon completion of correction and grading as scheduled.

A. Student papers are returned, and their attention is called to comments on individual papers. General observations on strengths and weaknesses of the papers are made by instructor.

B. The article as it appeared in the CID 7 May given to students as an example of one acceptable way in which the material might be handled - not as the only way or necessarily the best way.

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